



eBOOK

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# speakout

Elementary  
Students' Book  
with ActiveBook









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LISTENING/DVD	SPEAKING	WRITING
listen to short conversations showing different ways to introduce people	introduce people; do a quiz	improve your use of capital letters
	identify objects	
listen to conversations in various tourist places; learn to listen for key words; listen to prices and numbers	give information for numbers, prices, etc; make simple requests	
 <b>Fawlty Towers:</b> watch an extract from a sitcom about a hotel	arrival and check in at a hotel	complete a hotel registration form; write an email to book a hotel room
listen to a conversation between two friends choosing the right online group for them	talk about activities; talk about a group/team	
listen to people describing their jobs; listen and identify a variety of jobs	talk about routines; describe other people's routines	learn how to use linkers: <i>and</i> , <i>but</i> and <i>or</i>
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LISTENING/DVD	SPEAKING	WRITING
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	plan and talk about a long journey	learn to check and correct information; write about a holiday
understand directions; learn to check and correct directions	give directions in the street	
 <b>Holiday 10 Best:</b> watch an extract from a travel show about Buenos Aires	describe a town/city you know	write a short article about a town/city
	talk about taking photos; talk about what people are doing	write a blog entry about what you are doing
listen to a radio programme about ideas of beauty	discuss what you know about various film stars; describe people's appearance	
learn to link words to speak faster	ask and answer a questionnaire about films; ask for and give recommendations	
 <b>Inside Out:</b> watch an extract from a documentary about an English music festival	describe an event	write a review of an event
listen to a guide giving a tour around a transport museum	talk about types of transport	
	talk about ways to travel around towns/cities	
listen to a man talk about his problems getting to work	apologise for being late; tell a long story	learn to use linkers and write a story
 <b>Airport:</b> watch an extract from a documentary about a day at Heathrow airport	deal with problems when flying	write an email about an experience at an airport/on a plane
listen to a radio interview with lottery winners	talk about your future plans/wishes	
	make predictions about situations	improve your use of linkers: <i>too</i> , <i>also</i> and <i>as well</i> and write a short story
learn to respond to suggestions; listen to people discussing which activities they want to do	make some suggestions and invite your friends to join you	
 <b>Wild Weather:</b> watch an extract from a documentary about the wettest place in Europe	talk about weather and how it makes you feel	write a message board notice about your country
listen to a radio programme about colds and flu	talk about what to do when you don't feel well and give advice; discuss cures for the common cold	
	do a quiz about your fitness; talk about healthy weekends	learn to use adverbs in stories and how to make stories more interesting
listen to different scenarios of people needing help and thanking someone	give advice and offer help; thank someone	
 <b>The Two Ronnies:</b> watch an extract from a sitcom about an unusual shopping experience	ask for help in a pharmacy	write some advice for a health message board
listen to people talking about their experiences	talk about unusual experiences	learn to use postcard phrases and write a postcard
	describe movement from one place to another; talk about past experiences	
listen to different scenarios on the phone	describe difficult situations/problems; say telephone numbers; phone someone about a problem	
 <b>Shark Therapy:</b> watch an extract from a documentary about sharks	describe an exciting/frightening experience	write a story about an exciting/frightening experience

# UNIT 5

## UNIT 5

### **SPEAKING**

- › Talk about your eating and drinking habits
- › Order a meal in a restaurant
- › Describe a special dish

### **LISTENING**

- › Listen to people talk about food
- › Learn to understand fast speech
- › Watch an extract from a cookery programme about a famous chef

### **READING**

- › Read about eating and drinking habits

### **WRITING**

- › Use paragraphs to write a short report about your class
- › Write a recipe

### **BBC CONTENT**

- ▶ Video podcast: What's your favourite dish?
- ▶ DVD: Rick Stein's Seafood Odyssey

# food



▶ MyFridge.com p48



▶ A lifetime in numbers p50



▶ Are you ready to order? p52



▶ A Chef In Goa p54



## VOCABULARY food/drink

**1** Look at the fridges A–C and discuss.

1 Which fridge belongs to:

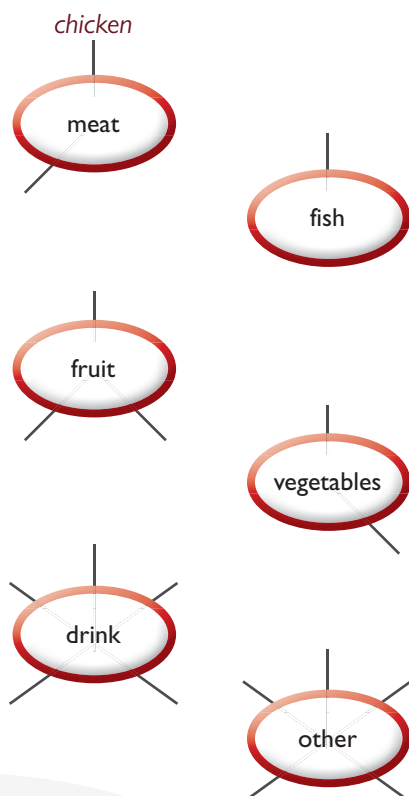
- a) a student
- b) a vegetarian
- c) a family?

2 Is your fridge at home similar to fridge A, B or C?

**2A** Look at the words in the box. Which fridge are the things in? Write fridge (A), (B) or (C) next to each item.

eggs **A** milk a banana an apple  
cola carrots chicken butter  
water a cucumber sardines bread  
wine grapes yoghurt leftovers  
cheese fruit juice a hot dog

**B** Write the words from the box in the correct word web below.

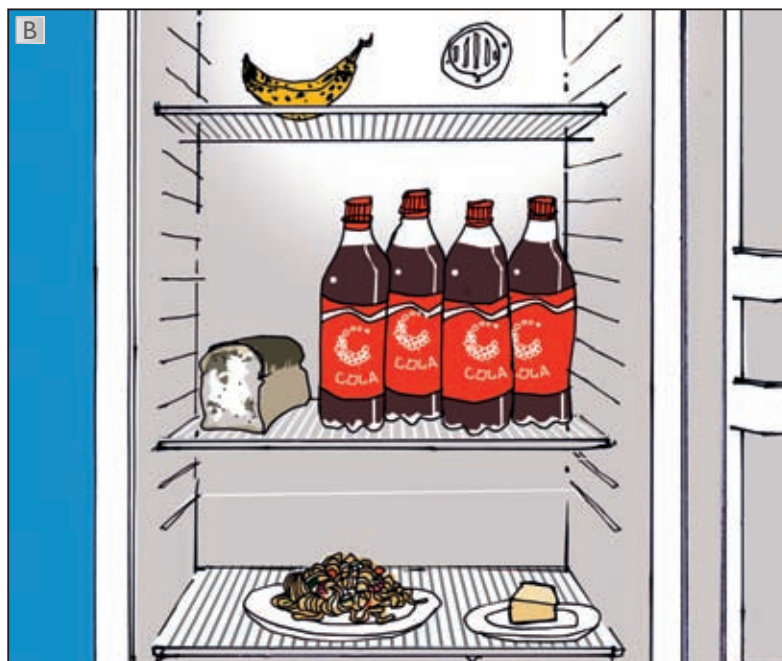
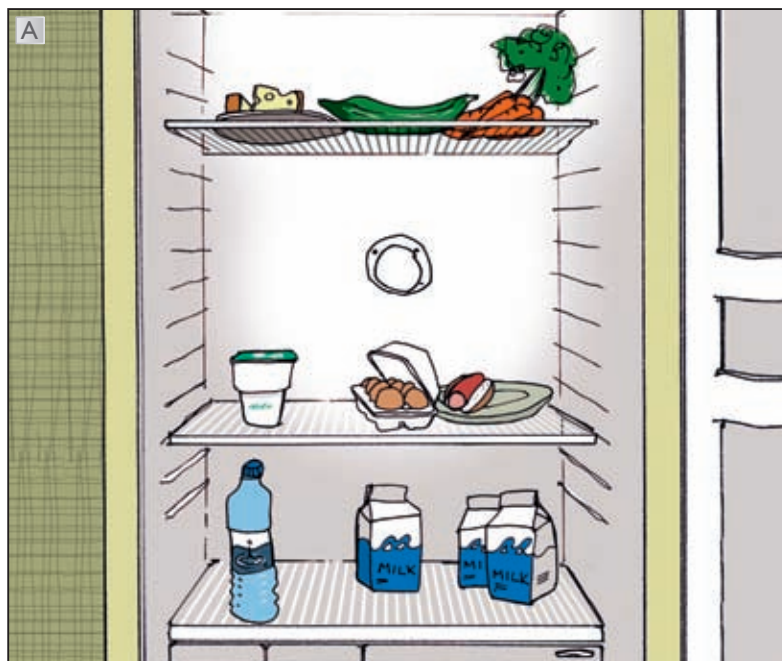


**C** Work in pairs and take turns. Look at the fridges. Student A: say a type of food or drink. Student B: say which fridge it's in.

A: grapes

B: fridge C

page 157 **PHOTOBANK**



## GRAMMAR countable and uncountable nouns

**3A** Write the words from Exercise 2A in the correct column below. Which word is always plural?

Words you can count		Words you can't count
Countable singular	Countable plural	Uncountable
<i>a banana</i>	<i>eggs</i>	<i>milk</i>

**B** **5.1** Listen and check. Then listen and repeat.

page 136 **LANGUAGEBANK**

### PRACTICE

**4A** Underline the correct alternative.

- 1 I love *cheese/cheeses*.      4 I don't like *fruit/fruits*.
- 2 I really like *hot dog/hot dogs*.      5 I really don't like *milk/milks*.
- 3 I quite like *egg/eggs*.      6 I hate *vegetable/vegetables*.

**B** Change the food/drink words to make the sentences above true for you. Then work in pairs and compare your answers.

### **speakout TIP**

When you write a noun in your notebook, write (C) for countable or (U) for uncountable next to it, e.g. *a steak* (C). Write five new words from the photo bank on page 157 in your notebook. Write (C) or (U) next to them.

## LISTENING

**5A** **5.2** Listen and match each person with fridge A, B or C.



1 Luis \_\_\_\_



2 Amy \_\_\_\_



3 Mike \_\_\_\_

**B** Listen again. What is each person surprised about?

## GRAMMAR nouns with *a/an, some, any*

**6A** **5.3** Listen and underline the correct alternatives in the sentences below.

I've got *a/some* cheese and *a/some* cucumber and *a/some* carrots. Of course, I haven't got *some/any* meat.

**B** Complete the table with *a/an, some* and *any*.

	Countable singular	Countable plural	Uncountable
We've got	_____ apple	_____ eggs	_____ butter
We haven't got	_____ banana	_____ oranges	_____ cheese

page 136 **LANGUAGEBANK**

## PRACTICE

**7A** Complete the text with *a/an, some* and *any*.

**'HI EVERYONE! I'M MARIA COLLINS AND THIS IS MY FRIDGE.**

<sup>1</sup> *Some* friends are coming for dinner and so my fridge is really full. I've got <sup>2</sup> \_\_\_\_\_ prawns and fresh fish to cook on the grill and <sup>3</sup> \_\_\_\_\_ corn on the cob. There's <sup>4</sup> \_\_\_\_\_ bottle of mineral water, but I haven't got <sup>5</sup> \_\_\_\_\_ alcohol – my friends don't drink. I've got them <sup>6</sup> \_\_\_\_\_ fruit juice instead. There's <sup>7</sup> \_\_\_\_\_ lettuce to make a salad and <sup>8</sup> \_\_\_\_\_ tomatoes.

I haven't got <sup>9</sup> \_\_\_\_\_ onions for the salad – I don't like raw onions. I've got <sup>10</sup> \_\_\_\_\_ cucumber ... oh, no I haven't. Where's that cucumber ... ?



**B** Think about what's in your fridge. Write two types of fruit, two vegetables and two drinks that are in the fridge.

**C** Work in pairs and take turns. Ask your partner questions and guess what's in your partner's fridge.

A: *Have you got any milk?*

B: *Yes, I have! Are there any apples in your fridge?*

A: *No, there aren't. Have you got any oranges?*

## SPEAKING

**8A** Complete sentences 1–6 about you.

- 1 For breakfast, I sometimes have ...
- 2 For lunch, I never have ...
- 3 In the evening, I usually drink ...
- 4 My favourite vegetable is ...
- 5 My favourite fruit is ...
- 6 I really hate (a type of food/drink) ...

**B** Work in groups. Ask and answer questions. Find out if any students have got similar eating habits to you.

A: *What do you usually have for breakfast?*

B: *Er ... I often have museli.*

C: *Do you? I usually have ...*



# 5.2 A LIFETIME IN NUMBERS

GRAMMAR | how much/many; quantifiers

VOCABULARY | containers

HOW TO | talk about quantities

## VOCABULARY containers

1A Look at pictures A–K. What items can you see?



B Match pictures A–K to the words in the box below.

bar A bottle bag cup can/tin  
packet jar tube mug carton roll

C Work in pairs and take turns. Student A: point to one of the items above and say what it is. Student B: says the container.

A: A. It's chocolate.

B: a bar of chocolate

## READING

2A Work in pairs. How do you say the numbers in the box below?

4½ 21 61 845 1,200 4,300  
10,000 35,000 60,000 75,000

B 5.4 Listen and check. Then listen again and repeat.

3A Read the article. Complete it with numbers from Exercise 2A.

B 5.5 Work in pairs and compare your answers. Then listen and check.

C Work in pairs and discuss the questions.

- Which food in the article do you eat a lot? Which do you never eat?
- What other food and drink do you eat or drink a lot?

1 How much food does an average person eat in a lifetime? And how much do they drink? The answer is **A LOT!!!**

2 Do you eat meat? Well, an average meat-eater eats <sup>1</sup> \_\_\_\_\_ sheep in their lifetime and <sup>2</sup> \_\_\_\_\_ chickens. Does that sound quite a lot? The good news is that he or she only eats <sup>3</sup> \_\_\_\_\_ cows. If you're a vegetarian, maybe you like beans? Well, on average, British and American people eat <sup>4</sup> \_\_\_\_\_ cans of baked beans in their life.

3 And why is weight a problem for so many people? How many cookies does the average American eat? The answer is an amazing <sup>5</sup> \_\_\_\_\_. And chocolate? Over <sup>6</sup> \_\_\_\_\_ bars!

4 And how much water or tea do people drink in their lifetime? It's interesting that a person drinks about <sup>7</sup> \_\_\_\_\_ litres of water and people in the UK drink about <sup>8</sup> \_\_\_\_\_ cups of tea. Maybe it isn't surprising that people use <sup>9</sup> \_\_\_\_\_ rolls of toilet paper a year! That's about <sup>10</sup> \_\_\_\_\_ in their lifetime!



## GRAMMAR how much/many; quantifiers

4A Complete the sentences below. Use the article above to help.

- \_\_\_\_\_ food does an average person eat in a lifetime?
- \_\_\_\_\_ cookies does the average American eat?

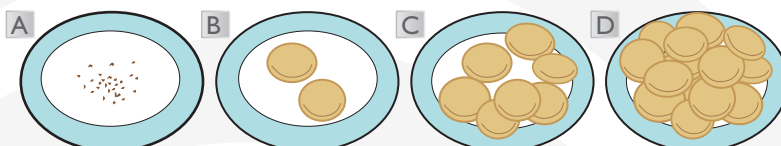
B Look at the sentences above. Underline the correct alternatives to complete the rules.

Rules:

- Use *how much* with *countable/uncountable* nouns.
- Use *how many* with *countable/uncountable* nouns.

C Match the words below with pictures A–D.

not many a lot/lots none quite a lot



## PRACTICE

## 5A Complete the questions.

- How many times does a six-year-old child laugh every day?
- How \_\_\_\_\_ milk does a person drink in their lifetime?
- How \_\_\_\_\_ shampoo do people use in their lifetime?
- How \_\_\_\_\_ words does a woman say in a day?
- How \_\_\_\_\_ times does a person laugh every day?
- How \_\_\_\_\_ friends does a person make in their lifetime?
- How \_\_\_\_\_ toothpaste does a person use in their lifetime?
- How \_\_\_\_\_ words does a man say in a day?

**B** Work in pairs. Student A: turn to page 161 and find the answers to questions 1–4. Student B: turn to page 162 and find the answers to questions 5–8.

**C** Work in pairs and take turns. Student A: ask one of your questions and say both possible answers. Student B: listen and choose the correct answer.

A: How many times does a six-year-old child laugh every day? a) about three hundred times or b) about a hundred times?

B: I'm not sure. I think a hundred times!

## SPEAKING

**6A** Work in groups. Ask and answer questions using the prompts below to complete the table. Use *a lot/lots, quite a lot, not much/many, none* and one extra piece of information in your answers.

In a week	You	Student 1	Student 2	Student 3
biscuits / eat?	<i>Quite a lot. 5–10.</i>	<i>Not many. 1–2.</i>	<i>A lot! I love them!</i>	
fruit / eat?				
vegetables / eat?				
water / drink?				
coffee / drink?				
exercise / do?				

A: How many biscuits do you eat in a week, Julio?

B: Not many. Maybe one or two.

A: How about you, Yumi?

C: A lot! I love biscuits!

**B** Discuss. Which students have a good diet/healthy lifestyle?

*I think Julio has a good diet because he eats a lot of vegetables.*

## WRITING paragraphs

**7A** Look again at the article on page 50. Match topics a)–d) below with paragraphs 1–4.

- drinks
- introduction
- sweet food
- meat-eaters and vegetarians

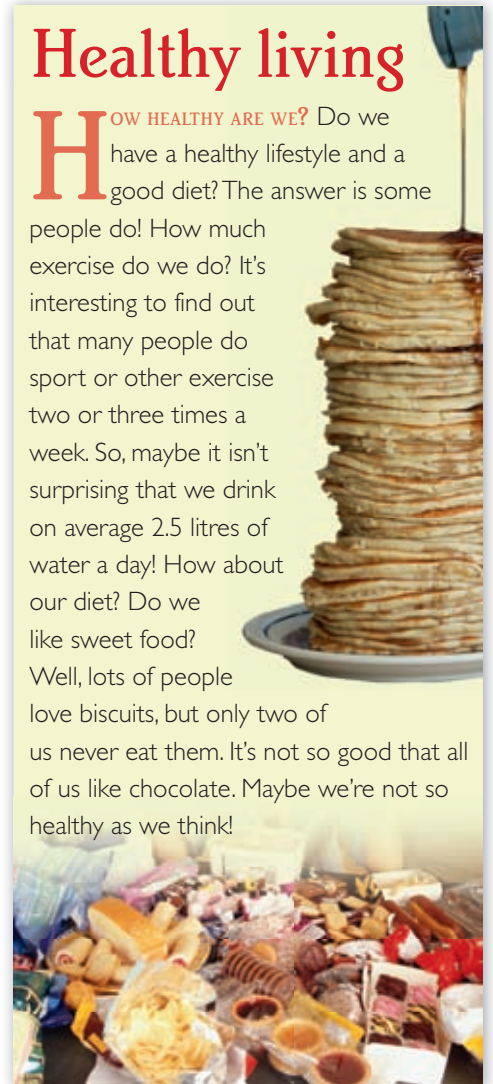
**B** Read the sentences below. Underline the correct alternatives.

A paragraph is a group of *words/sentences* about *one/two* main topic(s) or idea(s). It can be short or long. When you finish the topic, start a new *sentence/paragraph*.

**C** Read the text below. How many paragraphs can you make? Draw a line between each one.

## Healthy living

**H**OW HEALTHY ARE WE? Do we have a healthy lifestyle and a good diet? The answer is some people do! How much exercise do we do? It's interesting to find out that many people do sport or other exercise two or three times a week. So, maybe it isn't surprising that we drink on average 2.5 litres of water a day! How about our diet? Do we like sweet food? Well, lots of people love biscuits, but only two of us never eat them. It's not so good that all of us like chocolate. Maybe we're not so healthy as we think!



**D** Write a report about your group. Use your notes from Exercise 6A to help. Write three or four paragraphs.

**VOCABULARY** restaurant words

**1A** Work in pairs and discuss. Where do you go when you want to:

- 1 have a drink with a friend in the afternoon?
- 2 eat something fast before you go to the cinema?
- 3 have an evening meal in a good restaurant?

*There's a very good café in ... called ...*

**B** Work with another pair and compare your ideas.

**2** Match each word to its meaning.

- |                   |                                 |
|-------------------|---------------------------------|
| 1 menu            | a) you pay this at the end      |
| 2 chef            | b) he/she brings the food       |
| 3 dish            | c) food cooked in a special way |
| 4 bill            | d) a list of food with prices   |
| 5 order           | e) he/she cooks                 |
| 6 tip             | f) ask for food                 |
| 7 waiter/waitress | g) extra money for service      |

**FUNCTION** ordering in a restaurant

**3A** Look at the phrases a)–j). Where do you usually hear them? Write restaurant (R) or fast food restaurant (FF).

- a) Would you like something to drink? *R*
- b) Small, medium or large?
- c) Can we have the bill, please?
- d) Are you ready to order?
- e) Is that eat in or takeaway?
- f) Thanks. Have a nice day!
- g) Tonight's special is ...
- h) Afternoon. What can I get you?
- i) Large fries with that?
- j) Good evening. A table for two?
- k) Anything else?

**B** **5.6** Listen and tick the phrases you hear.

**C** Number the ticked phrases in order. Then listen again and check.

**4A** **5.7** Listen and complete the sentences below.

- 1 Could \_\_\_\_\_ an *orange* \_\_\_\_\_?
- 2 Can \_\_\_\_\_ a \_\_\_\_\_ of mineral \_\_\_\_\_?
- 3 \_\_\_\_\_ like some \_\_\_\_\_, please.
- 4 The \_\_\_\_\_ for \_\_\_\_\_, please.

**B** Listen again and check your answers. What do the customers order?

page 136 **LANGUAGEBANK**



**5A** Complete the conversation with words in the box.

like can for any 'd could

- like*
- A: Good evening. Would you *like* something to drink?
- B: Yes, we have two colas and some water, please?
- A: Fine. Are you ready to order?
- B: Yes. We like the fish and the chicken.
- A: Would you like vegetables?
- B: Yes, please.
- A: We've got carrots, peas and beans.
- B: I have some carrots and some peas?
- C: The same me, please.

**B** Work in pairs and practise the conversation.

**6A** **5.8** Listen to the customers in a restaurant. Are they polite or impolite?

**B** Work in pairs and take turns. Student A: say customer sentences from Exercise 5A. Be polite or impolite. Student B: say if Student A is polite or impolite.





## SPEAKING

**7A** Look at the menus and discuss. Which dishes would you like to try? What food do you think is in today's special dishes?

<b>A</b>	<b>STARTER</b>
	Onion soup
	Melon
	<b>MAIN COURSE</b>
	Roast lamb
	Thai chicken with rice
	Fish of the day with chips or new potatoes
	Served with seasonal vegetables
	<b>TODAY'S SPECIALS</b>
	Chef's Sunday special
	Garden delight
	Summer mix
	<b>DESSERT</b>
	Apple pie with ice cream or cream
	Chocolate cake
	Fresh fruit

<b>B</b>	<b>STARTER</b>
	Tomato soup
	Italian style grilled vegetables

<b>MAIN COURSE</b>
Cheese, tomato and mushroom pizza
Cheese, tomato, mushroom, olive and ham pizza
Pasta of the day
Served with a side salad

<b>TODAY'S SPECIALS</b>
Spring special
Fisherman's platter
Roman holiday

<b>DESSERT</b>
Ice cream
Fruit salad
Three cheese plate

**B** Work in pairs and role-play the situation. Student A: you are the customer. Look at menu A on this page and order your food. Ask the waiter about any dish you don't know.

Student B: you are the waiter. Look at page 162. Answer the customer's questions. Take his/her order.

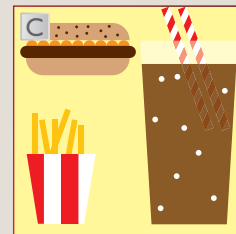
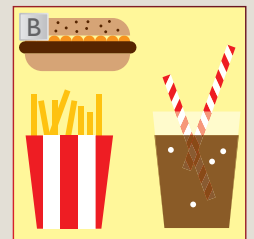
*B: Are you ready to order?*

*A: Can I ask about Today's Specials? What's the Garden delight?*

**C** Change roles. Student B: you are the customer. Look at menu B on this page. Student A: you are the waiter. Look at page 161.

## LEARN TO understand fast speech

**8A** 5.9 Listen to the conversation in a fast food restaurant. What does the man order? Circle the correct answer.



**B** Listen again. Tick the phrases you hear in Exercise 3A.

## speakout TIP

When one word finishes with a consonant and the next word starts with a vowel, the two words join and sound like one word, e.g. *goodevening*, *how muchis it*.

**C** Look at the example below. Then underline the key stressed words in the fast food phrases in Exercise 3A. Draw lines to show the linking.

*Afternoon. What canI get you?*

**D** 5.10 Listen and check. Then listen and repeat.

**E** Work in pairs. Choose one long sentence from audio script 5.6 on page 170. Try to finish the sentence faster than your partner.

## DVD PREVIEW

**1A** Work in pairs and discuss.

- 1 Do you like cooking?
- 2 What's your favourite dish?
- 3 Do you like eating outside? Why/Why not?

**B** Look at the photo and read the text. Then answer the questions.

- 1 Who is Rick Stein?
- 2 What type of food does he like?
- 3 Which place does he visit in the programme?



BBC

## Rick Stein's Seafood Odyssey

Rick Stein is an English chef who loves seafood. He travels around the world to find new dishes. He also meets and talks to the people who cook them. In this BBC programme, he visits Goa on the West coast of India. He buys some local fish at the market and cooks a simple dish on the beach.

## ▶ DVD VIEW

**2A** Watch the DVD. Tick seven things you see in the box below.

a market ✓ fruit oil a boat the sea a pan a cat  
meat spices fish vegetables a washing-up bowl

**B** Watch the DVD again and complete the sentences below with words in the box.

cheap vegetables spices food eight

This is Goa – a place I've known and loved for the best part of <sup>1</sup> \_\_\_\_\_ years. To buy <sup>2</sup> \_\_\_\_\_ here is \*a real joy. The variety of seafood, <sup>3</sup> \_\_\_\_\_, <sup>4</sup> \_\_\_\_\_ is quite \*staggering and \*incredibly <sup>5</sup> \_\_\_\_\_.

\* a real joy – something that makes you very happy

\* staggering – very surprising | \* incredibly – very very

**C** Match the verbs with pictures A–E.

stir C throw in squeeze drop turn over



A



B



C



D



E

**D** Look at Rick Stein's instructions for cooking below. Number them in the correct order.

- a) Put some flour into a washing up bowl. **1**
- b) Cook for about three or four minutes.
- c) Stir the fish around in some oil.
- d) Put in some fish.
- e) Squeeze some lime over the fish.
- f) Drop the fish in the pan.
- g) Add salt and spices.
- h) Turn the fish over.

**E** Watch the DVD again and check your answers.




## speakout a special dish

**3A** Work in pairs. Two other students are coming for dinner. Choose your ingredients from the list below:

- one kind of meat or fish
- two/three kinds of vegetables
- rice, pasta, noodles or potatoes
- three eggs
- oil, salt, pepper, soy sauce, spices or herbs

**B** Work in pairs and discuss. What can you make with your ingredients? Give your special dish a name.

**4A**  **5.11** Listen to the students describe their dish. What ingredients are in their dish?

**B** Listen again and tick the key phrases you hear.

### keyphrases

The name of [this/our] dish is ...  
 It's [very easy/quite difficult] to make.  
 You need some prawns, some eggs ...  
 It's [delicious/not too hot].  
 You'll love it!

**C** Prepare to tell your class about your dish. Use the key phrases to help.

**D** Tell your class about your dish. Listen to the other groups. Which dish would you like to try?



## writeback a recipe

**5A** Read the student's recipe. Would you like to try it?

### Italian special

SERVES FOUR

Ingredients: tiger prawns, a can of Italian tomatoes, a large onion, a red pepper, two celery sticks and some fresh pasta. A handful of herbs, some black pepper and some olive oil.

First, cut the vegetables into small pieces. Then heat the oil in a wok or a frying pan. Next drop in the vegetables and fry them for about two minutes. Add the prawns, tomatoes, pepper and herbs. Cook for about two minutes. Heat some water in a pan and then add the pasta. Cook for three minutes. Finally, take the pasta out of the water and mix with the sauce. Serve it immediately with some salad. It takes about twenty minutes to make and you'll love it!

**B** Look at the linkers underlined. Which ones can change places?

**C** Write the recipe for your special dish from Exercise 4D. Remember to use linkers.



## FOOD

**1A** Read the clues below and complete the food words.

- 1 It's green, it's a fruit and it starts with 'a'. apple
- 2 It's a drink and it starts with 'm'.  
\_\_\_\_\_
- 3 It's a vegetable and it starts with 'cu'. \_\_\_\_\_
- 4 It's a fruit, it's yellow and it starts with 'b'. \_\_\_\_\_
- 5 It's sweet and it starts with 'i'.  
\_\_\_\_\_
- 6 It's white, it's got four letters and it starts with 'r'. \_\_\_\_\_

**B** Write four more sentences to test your partner.

*It's a drink and it starts with ...*

**C** Work in pairs and take turns. Student A: read out your sentences. Student B: say the name of the food.

## NOUNS WITH A/AN, SOME, ANY

**2A** Look again at the three fridges on page 48. Complete the sentences below so that they are true. Use *be* and *a/an, some* or *any*.

- 1 There isn't any milk in Mike's fridge.
- 2 There \_\_\_\_\_ carrots in Amy's fridge.
- 3 There \_\_\_\_\_ eggs in Luis's fridge.
- 4 There \_\_\_\_\_ beer in Luis's or Mike's fridge.
- 5 There \_\_\_\_\_ cucumber in Amy's fridge.
- 6 There \_\_\_\_\_ water in Amy's fridge.

**B** Write four questions about the things in the fridges.

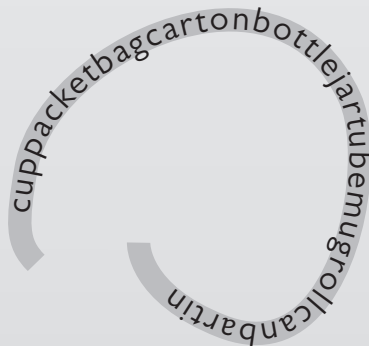
*Is there any chicken in Mike's fridge?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C** Work in pairs. Ask and answer questions.

## CONTAINERS

**3A** Find twelve words for containers.



**B** Work in pairs and take turns. Student A: start the phrase with a container. Student B: complete the phrase with the correct item.

*A: A cup of ...*

*B: A cup of coffee*

## HOW MUCH/MANY

**4A** Write the questions in full.

- 1 How / water / drink every day?  
*How much water do you drink every day?*
- 2 How / chocolate / eat / every week?
- 3 How / brothers / have got?
- 4 How / people / be / there in your family?
- 5 How / sugar / have / in your coffee?
- 6 How / cola / drink / every week?
- 7 How / rooms / be / there in your flat/house?
- 8 How / salt / like / in your food?

**B** Answer the questions in Exercise 4A with numbers or phrases.  
*4 glasses, 2 bars, 3 ...*

**C** Work in groups. Try to guess the question for each number or phrase.

*A: Eight*

*B: How many rooms are there in your flat?*

*A: Yes!*

## IN A RESTAURANT

**5A** Work in pairs. Look at the menu for a new restaurant. Write a description of dishes 1–3.

## MENU

**1 King's delight:**

**2 Winter warmer:**

**3 Light & tasty:**



**B** Work in groups and role-play the restaurant situation. One student: you are the waiter. Tell the group the names of the dishes. The other students: ask about the dishes and order some food.

*A: Good evening. Are you ready to order?*

*B: Nearly. Can I ask ...*

## BBC VIDEO PODCAST



Download the podcast and view people describing food and what dishes they like/dislike.

Authentic BBC interviews

[www.pearsonlongman.com/speakout](http://www.pearsonlongman.com/speakout)